Board of Trustees Meeting Minutes
February 2025, Term 1 - Week 3

I - Information D - Discussion

Karakia/ Word of the day • **Fleur Petelo**	*Closing Karakia* • **Fleur Petelo**	**Led By**	**Time minute**	**I / D**
1. Administration - Opened 18:07pm - Closed 19:02 Meeting into committee 19:03 - Meeting Closed 19:20				I
1.1 Present - Mark, Sapphire, Fleur, Jane, Esther, Robyn, Jane(guest) 1.2 Apologies - Sisi (arrived late) 1.3 Declaration of Interest - 1.4 Election of Presiding Member **Opening** The first meeting of the year was called to order. **Election of Presiding Member** The Chair passed over the meeting to Fleur to facilitate the election of the presiding member for 2025. **Nominations for Presiding Member** Fleur called for nominations for the position of Presiding Member for 2025 and asked if there were any nominations from the Board. **Re-election of Mark** Fleur called to re-elect Mark as the Presiding Member, which was also Robyn's nomination. **Motion** The motion to re-elect Mark as the Presiding Member for 2025 was moved by RW and seconded by SM. Fleur expressed her interest in looking after Property while she is away. MC encouraged Fleur to continue attending Board meetings as a Board Member and assured that she would be kept informed about ongoing matters. The following roles were assigned: 1. **Sapphire** will look after **Health & Safety** 2. **Mark** will take care of **Personnel**		MC	17m	D

3. **Esther** will look after **Community** 3.1 Minutes of previous meeting to be moved and approved - moved by MC and second by RW			
4. Strategic Decisions (if required)			
4.1 Update of Staff and student numbers Staff are passionate about their jobs and their students. There's a high number of new entrants, and there hasn't been a complaint from the teacher looking after this class. The other side of that conversation is that we have a roll, and there's a target figure we want to reach as our roll grows. How do we do it? Good teachers. If you visit classrooms during class time, the kids are settled because the teachers are present. If there's work that isn't finished, the teachers stay back to help, or students finish it during the time available. The expectation is that each classroom is the teacher's responsibility, and starting there, you can already see the impact. Learning conversations every Tuesday, talk about the learning, talk about their target children (kids that aren't quite where they need to be), it's all about moving kids. -There's alot of accountability put in place **Staff and student numbers** Student numbers are just over 130 and we've had enrolments which across the cluster, a number of neurodiverse children coming into schools. The impact of our roll has been around not having any developments in the area. KO are not having any developments in the area. There's been a bit of promotional stuff, getting onto our social media, trying to have an online presence, maildrop of flyers. Certainly, it's been a healthier start with our New Entrants than our previous years. Feels like we are coming out of that Covid Dip. We have capacity so there are a few goals around numbers we want to have. Staff - We're fully staffed and we have a good amount of learning assistants however With the neurodiverse coming in, funding should come with them but only covers an hour a day. that's how Ministry funding work. Sisi is working hard on the phone, meeting people. With Fleur being off, a list of roles that people will have. Over time, there Each staff member according to the teaching standards is contributing to school life in some form ie. WSB, Duffy. Teachers are happy to take those things on.	FP	10m	I

Tracey busy with stuff, signs outside the fence **Website update** Website is live There are still a few blurbs that need filling, fonts and photos can be changed -FB and Instagram coming straight onto the website	FP	2mins	
5. Monitoring			
● End of year literacy and math results In 2024 we set targets for around 80% for reading, writing and maths. This figure came from a percentage of our kids had obtained above" and "at" their expected curriculum level and the kids just below, felt we were able to move them. The mid-year data initially looked very positive, and the school was tracking well within the expected percentage range at the end of Term 2. However, by the end of Term 4, the data showed a decline. Despite this, the percentage results were still an improvement compared to 2023. **1. Reasons for the Data Fluctuations:** a. The implementation of structured literacy (SL) in 2024 required a different approach to assessment. As a result, some students who might have achieved at a higher level in previous years were assessed differently and were taken further back to ensure they filled any gaps in their learning. This approach had an impact on the data. b. .The assessment tools used at the school were still being refined, and changes were made during the year, which may have contributed to the variance in the data. c. Robyn added that, coming into 2024, the Ministry of Education had mandated the use of standardised tests, which the school had previously only partially implemented. This will provide raw data that will be useful for tracking student progress. d. Currently, much of the data collected is based on Overall Teacher Judgement (OTJ), which is triangulated from various sources such as tests, assessments, books, modelling, and teacher observations in the classroom. This provides a holistic view of student progress but may not always align perfectly with the raw data provided by standardised testing. e. Robyn highlighted that the use of standardised testing this year would help align the OTJs and improve moderation across the school. This would provide a clearer understanding of how the	FP / RW	10m	I

school is progressing and ensure consistency in the way data is assessed and understood. The school is now tracking student progress in terms of phases, rather than levels, to provide a clearer picture of student progress. The focus is on ensuring students progress through their respective phases of learning. **Mark's question**: If we went back to December, changed the curriculum, and noticed gaps, would this continue for the next six months? ● **Robyn's response**: The new curriculum (implemented on February 5th) is more prescriptive than before, which makes it easier for teachers to assess student progress. The data will improve, but whether students are meeting, below, or exceeding expectations remains to be seen. The Ministry states the new maths curriculum is harder. The Ministry provided four resources; two were selected: ● Phase 1 (Years 1-3) and Phase 2 (Years 4-6). ● Resources for Phase 1 won't arrive until Term 2. ● Resources for Phase 2 are still being reviewed before introducing them to teachers. DIMIC is still being used as the foundation of the program. ● Much of the curriculum is already covered in DIMIC work. ● DIMIC PLD (Professional Learning and Development) is now run in-house by Robyn. Ministry resources are supplementary to the curriculum, and we are free to create our own resources. ● The structure of the program and balance between structured maths and problem-solving maths (DIMIC) is still being developed. The focus is more on the curriculum rather than resources. ● One curriculum-specific teacher session was held, with another Ministry-approved teacher day planned for Term 2. Back to data: Reading is always our best one - 66% Maths - 62%	FP	10m	

Writing - 52% which is always our hardest one. We have good, structured resources that make teaching more prescriptive. The new curriculum focuses on teaching within students' year groups. For example, Year 2 students will be taught Year 2 content, and any gaps will be addressed while ensuring the content is accessible. However, students cannot be pushed ahead to Year 3 work, as this is not aligned with the curriculum. Mark asked, "How do we manage this?" Fleur answered, "Through enrichment and using skills in context." Teachers anticipate challenges, but Robyn believes this approach will deepen students' understanding rather than just skimming the surface. There is a concern that higher-decile schools may push students ahead. When this happens, we will reassess our approach. The Maths program is progressing, and structured literacy is underway. It will be interesting to see the data at the end of the year, as all students were tested in 2024 to identify gaps. Fleur had one-on-one talks with teachers about aiming for 80% and the importance of reaching that target. The conversations were positive, and everyone agreed. It's been a great start to the year, and the discussions were easy. If a student is meeting the target, that's good, but if not, extra effort is needed. This may include using spare time, getting in early, or using morning tea to support them. Our goal is to hit the target. **what is the impact on the approach for 2025?** **agree provisional targets to be discussed with teachers** **Review of 2024 approach - what worked, what didn't, what should we change?** *Moved and approved -*			
6. Strategic Discussions			
Policy Reviews Coming up Fleur will create a Question implementation around the policies which will help when you read them, you can pop your question in this document. It's a good way of everyone knowing what's been asked and what action has been taken	MC	6 mins	

Are our policies supposed to be part of our website? Include SchoolDocs sit? yes ● Outline of parent communications We want to have a Consistant theme and flow ○ Attendance ○ meet the teachers ○ Culture ○ New look to the Newsletter comes out fortnightly which includes a quick message from the principal, attendance, an insight of what's happening in our classrooms ○ Elections coming up, having Profiles available for each member ○ Social Media Meeting - Tracey has been creating material for the outdoor sign, Robyn is looking after skool loop and seesaw and Elena looking after social media and things that are happening at the school, keeping peoples interest up **1.1: Comments of Observation** **Financial Overview**: We have a surplus of $4,000 for the year. Additionally, we received $32,000 from the bank due to staffing underuse from the previous year, resulting in a net deficit of $28,000 for the current year. **Teacher Aide Costs**: Last year, the decision was made to increase the number of Teacher Aides to support learners. The question raised is whether we continue this approach for 2025 and if it was worth the investment. **2025 Needs**: It is clear that having additional Teacher Aides will be necessary in 2025 due to the high-needs students expected. The consensus is that the support is essential for the upcoming year. **Staff Changes**: Ta'a is currently on maternity leave, with Taina having returned to the team. Ta'a has been an invaluable, highly experienced Learning Assistant, providing significant support, including for programs like GTT and assisting with sports activities. **Conclusion**: Everyone agreed that continuing with the Learning Assistants is beneficial and necessary for 2025 to meet the needs of our students. Do we have an opportunity to spend the $7K? How do we spend it? Could be used for more resources base kits, more heggerty so that could easily be used. Esther raised the question of the Tegel Donation from 2024, where is it and has it been used? This has not been earmarked for anything Was there a thank you that went with it? Fleur will send a message		5mins	

Mark suggested we could let Tegel know what we are spending it on 20K less than where we were at in 2023 which is good School is in great financial shape School Van - update order has been placed in December and awaiting notification of availability and will advise. Unlikely to be in January Where could we park the van for safety? Surveillance *Moved and approved -*			
7. Identify agenda items for next meeting -			
• Van Update *Moved and approved -*			
8. Action Plan			
8.1 SchoolDocs on the website 8.2 Seesaw apps, ICT Meeting 8.3 Van - where it can be parked *Moved and approved -*			
9. Administration			
9.1 Confirmation of minutes 9.2 Jane Hoeft - Invited to attend Wk 3 Board Meeting 9.3			
10. In Committee			
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11. Note			
Next meeting:			

Correspondence
Outwards
Inwards
Visa Statements